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ABSTRACT

This publication is intended to assist the leaders of collegial teams and to provide a plan for a school district program coordinator to use in establishing a number of collegial teams within a district. Part 1 presents a thorough definition of a collegial team and describes what such a team does. Also provided in this section is information on team development, team assessment techniques, and some suggested ways to begin a collegial team renewal program. Within this section, the roles of the team member, team leader, district planner, and district superintendent are discussed. Part 2 focuses on the leadership role of the collegial team leader and the role of the program coordinator responsible for establishing several collegial teams in a school district. The leadership characteristics essential to each role are discussed and related to the skills necessary for implementation of a collegial team program. The appendix contains a number of resource materials and instruments that may be useful to collegial team leaders and/or district program coordinators. An annotated bibliography of relevant publications is also included. (Author/JG)

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ADMINISTRATOR RENEWAL: THE LEADERSHIP ROLE IN COLLEGIAL TEAM DEVELOPMENT

VIVIAN GEDDES

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FEBRUARY, 1974

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A CFK Ltd. OCCASIONAL PAPER

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ABOUT CFK LTD.

Founded by Charles F. Kettering II in 1967, CFK Ltd. is a Denver-based philanthropic foundation dedicated to improving administrative leadership and the learning climate of elementary and secondary schools.

Because the foundation exists to be of service to public education, all CFK Ltd. programs are determined and developed by educators. CFK Ltd. has appointed eighty public school and university educators throughout the nation as Associates. They assist in developing the foundation's character, policies, and programs, and most direct CFK Ltd. related programs within forty-five participating school systems. CFK Ltd. programs pertain to assisting school systems in --

--Developing individualized continuing education programs for their school administrators.
--Developing learning programs for principals and other administrators so that they might serve as climate leaders within their schools and school systems.
--Using the results of the above endeavors on a non-grant basis.

CFK Ltd. also sponsors the Annual Gallup Poll on, "The Public's Attitudes Toward the Public Schools," which appears yearly in Phi Delta Kappan.

Having largely accomplished its goals, in mid-1974 CFK Ltd. will conclude its activities as a foundation. A professional organization of most of the educators associated with CFK Ltd. will continue many of the foundation's endeavors. The organization is the Collegial Association for the Development and Renewal of Educators--CADRE.

ABOUT THIS OCCASIONAL PAPER

In a rapidly changing educational scene, today's school administrator frequently is forced to abandon old responsibilities and assume new ones. Often, what were yesterday's top priorities are suddenly replaced by others more relevant to constantly shifting educational demands. In order to manage school improvements, administrators face the continuous need for acquiring new abilities.

To perpetuate effective leadership a school district must provide a program whereby each of its administrators has an opportunity to participate in an individualized and continuous program of self-renewal.

This resource guidebook is for superintendents, principals, key teachers, professors, coordinators, area superintendents, assistant principals, assistant superintendents, and others interested in self and school improvement processes. It is also designed for school administrators responsible for developing inservice education or administrative renewal programs for school district leadership personnel.

This guidebook is one of a series of CFK Ltd. Occasional Papers reporting results of individualized continuing education programs for school administrators and school climate improvement programs. The papers in this series are referred to throughout, and the complete list appears as Appendix J.

Since the latter 1960's some forty-five school districts throughout the nation have operated continuous education programs for their school administrators. The administrators within each school system not only develop the district's program, but each involved educational leader also organizes his personalized program of inservice education. A unique and vital feature of these programs is that in most instances an administrator's growth program is directly associated with actual school improvement projects which he organizes.

This paper is not merely the figment of the author's imagination. It summarizes the practices of school districts throughout the nation which are actually operating administrator renewal programs in association with CFK Ltd.

Each district is involved in developing its program by focusing on school improvement through improved leadership behavior of school administrators. However, the larger focus is toward advancing society through improving schools and

their climates. Two vehicles for these endeavors are:

--Individualized Continuing Education (ICE), which pertains to school district organized processes of individualized inservice education for school administrators. One of the Occasional Papers in this series summarizes school district ICE practices. It is, Individualizing Administrator Continuing Education, (see Appendix J).

--The Principal as the School's Climate Leader (PASCL), which pertains to only one means of using ICE processes. The PASCL focus is on advancing the quality of school climate through improved administrator leadership. The Occasional Papers which summarize practices of these endeavors are: School Climate Improvement: A Challenge to the School Administrator and School District Climate Improvement: A Challenge to the School Superintendent (see Appendix J).

ICE and PASCL are processes administrators can use to directly link their inservice education and professional growth to planned school improvement projects. ICE and PASCL help administrators employ new knowledge about education and to fulfill, on-the-job, their most important responsibility which is to continuously provide leadership for the development of a better school.

While the word "school" is used throughout, the concepts and practices described are equally applicable for educators associated with school district level operating divisions, such as the superintendency, instruction and curriculum development, maintenance and custodial services, personnel, finance and accounting, research and development, and transportation.

The author, Vivian Geddes, is a most talented and insightful educator. Prior to assuming her present position in early 1974, she was the Reading Coordinator and an English teacher for the San Juan Unified School District. While serving as coordinator, she was one of the developers of the San Juan administrator renewal program, and a consultant to a number of school districts. Vivian Geddes deserves much credit for the contribution this paper makes to the improvement of education.

Edward Brainard
President, CFK Ltd.

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ADMINISTRATIVE RENEWAL:
THE LEADERSHIP ROLE IN COLLEGIAL TEAM DEVELOPMENT

FORWARD

An administrator or supervisor in education in today's modern and ever changing environment finds himself in a stress-strain situation. Demands are being made by the community, staff, and students which were seldom voiced three, four, or five years ago. Skills and techniques of supervision and leadership are being required to be revised and updated. New and more systematic management techniques must now be utilized if today's educator is to attempt to solve more and increasingly complex problems while at the same time he is confronted with additional constraints with frequently decreasing resources.[1] In addition, if we expect schools to have more humane learning environments, it is necessary for administrators to increase their skills in communication, in their ability to work with other people, in one-to-one relationships, and generally in interpersonal relationships.

The collegial team process can greatly assist in establishing a climate for change. Although the process discussed here focuses on the principal and other administrators, the same process can also be used within the school structure for all members of the school community. Personal dedication, interest and commitment are best sustained by involving them in a long-term team process which focuses on the needs of individuals and the needs of the group. These collegial teams strengthen the renewal process for several reasons. The focus is on planned group activities rather than those for the individual principal since more long reaching and enduring changes result from group efforts. Also, group support and pressure tend to encourage individual principals to assume more risks as educational change agents than when they function independently.[2]

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[1]Edward W. Beaubier and Arthur N. Thayer, "Administrative Support Component," Professional Development Program, Irvine, California: Association of California School Administrators, 1973-74.

[2]Dr. Thomas E. Woodgate, "Inservice Education for Principals," Elementary Principal's Service, New London, Connecticut: Croft Educational Services, November, 1972.

In the late 1960's CFK Ltd. began assisting administrators; the focus of this endeavor was to bring about a positive change in the school setting by first bringing about a change in the attitude, skills and knowledge of the leader of the school. It was believed that only through improvement of the administrative leader in a school will there be school improvement. It was also thought that for change to occur a climate for change was essential. (A CFK Ltd. Occasional Paper dealing with climate is, School Climate Improvement: A Challenge to the School Administrator.[3])

This Occasional Paper is helpful to persons who wish to form a collegial team and who need some how-to-do-it information. It is also helpful to a district which needs help in forming several teams as part of a renewal program for administrators.

RATIONALE

The following assumptions constitute a rationale for the collegial team model of administrator and, for that matter, staff development.

--Self evaluation of professional and personal skills is perceived as the most meaningful process by which an individual can plan a program of growth and self renewal.

--Given self evaluation, an individual has a basis for and a commitment to himself to design a program of growth and renewal.

--A collegial team approach offers a significant, and perhaps the most meaningful, process to facilitate the movement of an individual toward the goals and objectives identified in his personal and professional growth and self renewal program.

--The most significant aspects of administration are concerned with human relations and conceptual knowledge and competence. Developing these requires a longer term, more sophisticated approach to inservice education. The collegial team model can be aimed at developing the human and conceptual skills of principals as well as the technical skills.

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[3]Robert S. Fox, et al. School Climate Improvement: A Challenge to the School Administrator, Bloomington, Indiana: Phi Delta Kappa, 1974.

--The collegial team provides each member with a process whereby the member can engage in experiences, activities and programs designed to strengthen present professional and personal skills and to learn new skills.

--The collegial team model of staff development provides the opportunity for the administrator to implement new ideas or skills for the improvement of the school program where he or she works. This is the ultimate justification for the expenditure of time and resources.

--The collegial team model reflects humanistic behavior which supports the premises that:

-Man's stake resides in others.
-Failure is relative and a right possessed by all.
-Living is a process of growth and a movement toward actualization.
-Self awareness precedes awareness of others.
-A commitment must be given to processes that people are capable of participating in, not to behaviors to be performed mechanically.

THE PURPOSES OF THIS PAPER

This paper will assist the leader of a collegial team. Also it provides a plan for a district program coordinator to use in establishing several collegial teams within a district.

Part I deals with a more thorough definition of a collegial team and what such a team does as well as the characteristics of these teams. Also provided in this section is information on team development; team assessment techniques and some suggestions on ways to begin. Within this section, the roles of the participant, team leader, district planner and superintendent are discussed.

Part II focuses on the leadership role of the collegial team leader and the role of the program coordinator responsible for establishing several collegial teams district wide. Leadership characteristics essential to each role are presented and related to skills necessary for implementation. Finally, this section offers possible resources useful to the collegial team leader as well as the leader responsible for district planning.

DEFINITION OF TERMS

Collegial Team--For the purposes of this paper, this team is a group of peers who provide support in the development and implementation of a self improvement project. This self improvement project eventually results in a school improvement plan.

Development Support Team--This is a school or staff based team which provides support to an administrator involved in a collegial team. This paper, though it does not focus on this team, offers useful steps that a development support team might also follow. The development support team is usually the group assisting the administrator in the implementation of his project.

Collegial Team Leader--This person is directly responsible to serve as an organizer and catalyst to the collegial team. This paper addresses itself to the steps for this leader and the group to follow in establishing a team. This paper also discusses the skills and resources needed by the collegial team leader.

Program Coordinator for Administrative Renewal--This person might be a staff development coordinator in a large district or a principal or other administrator who is assigned this organizational task in addition to regular administrative tasks. This paper discusses the role of this program coordinator and the skills and resources which would be of assistance in the organizational effort.

Essentially, a collegial team leader and a program coordinator are catalysts rather than directors who merely establish things for others to do. They serve in a helping relationship; they are stimulators and counselors. Thus, the skills and attitudes necessary to assume such a role are crucial. This is, perhaps, the reason why a wide variety of educators, in regard to position, presently serve as team leaders and coordinators for individualized inservice education programs for administrators. Following are the titles of persons presently providing leadership: superintendent, principal, area superintendent, director of staff development, assistant superintendent, director of elementary education, director of instructional services, deputy superintendent, director of research, professor, dean of school of education, and chairman of a university department of educational administration.

PART I

THE COLLEGIAL TEAM

WHAT IS A COLLEGIAL TEAM?

A collegial team is a group of educators interested in their own renewal. They are professional colleagues, committed to provide each other with support in the development and implementation of school improvement projects. In many cases the collegial team may be composed of several people, each of whom has a project, so that reciprocal support is provided. The size of the group may be anywhere from three to twelve.

Each member of the group:

--Designs a plan of personal and professional self renewal and growth.

--Shares the plan with a team of colleagues.

--Goes through learning and sharing experiences with the team on a regular committed basis.

--Obtains meaningful feedback and help from the collegial team.

--Uses the team to assist in revising personal and professional goals for future growth.

What the Collegial Team is Not:

--It is not a development team or task force set up to get a job done or to coordinate getting a job done.

--It is not an advisory committee - an assortment of status people assembled to look over a project from time to time and offer suggestions.

--It is not an "inside-outside" team assembled to manage a change process by capitalizing on the unique resources of persons within the system working together with outside consultants.

However, it may be some of these.

What the Collegial Team Is:

--A group of peers - professional colleagues at about the same status level (e.g., in the case of a principal: fellow principals, assistant principal, assistant superintendent, director of secondary education, etc.).

--A group of professional friends, assembled by invitation to help each other with problems, strategies, and possible outcomes. The group is interested in mutual support for at least two reasons:

-They care about each other and want to help each other.
-They are facing some of the same problems and welcome a chance to do something about them in a situation where collective thinking and action is possible. Thus, the collegial team can make renewal meaningful.

What Can It Do?

--Provide a sounding board for ideas. Reactions can come from persons who are knowledgeable about the problems but are not part of the problem (as members of a development team might be).

--Provide interpersonal support. Leadership can be a lonely function. It helps to have the support and understanding of people about whom one respects and cares. Of course some of this does come from the people one is working with within the staff, but there are times when it is not feasible to gain the support entirely from within.

--Provide logistical support. There is no question that what goes on in one school building creates ripples that may affect others. While leadership responsibility for dealing with problems and program priorities in the building or baliwick surely rests with the administrator, it is important to build some bridges to other parts of the system. Involvement of an immediate supervisor or fellow principals in the city or county will pay dividends when outside understanding and support is needed.

--Provide a source of ideas. The team can bring a perspective to the program that can make for better strategy and implementation. The team provides a time to learn from colleagues and outside resource people the skills necessary to manage change.

--Maintain honesty. It is possible to manipulate those on one's staff. While they are professional peers, they are also responsible to the administrator. Collegial teams can

raise honest questions and provide a reality test that may otherwise be missing.

--Provide technical support of a "how to" variety of skills and tools.

AFFECTIVE DIMENSIONS IN COLLEGIAL TEAM DEVELOPMENT

The affective rewards of working together in a collegial team process are many. Administrators working in collegial teams have felt the team process has made some important contributions. In a survey[4] reported August 1973 on the affective results of CFK Ltd. nationwide programs of Individualized Continuing Education for Administrators and Principal as the School's Climate Leader, administrators felt some of the important benefits for teams within the programs were:

Benefits for self:

--Awareness, appraisal and understanding of self and others was increased.

--Communication awareness and skills improved.

--Human relations awareness, skills and performance improved.

--Appreciation of the significance of the principal's role was enhanced.

--Decision making was improved.

--Goal definition, planning and attainment of goals greatly improved.

--Exposure to new ideas, methods and skills was facilitated.

--Sense of satisfaction was enhanced.

--Positive attitudes and approaches were developed.

--Helping relationships were developed.

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[4]Clifford G. Houston, "Affective Dimensions of CFK ICE/PASCL Programs," (Unpublished CFK Ltd. Report, August 1973).

Benefits for schools:

--Attitudes towards change and innovation improved.

--Relations between administration, principals and teachers improved.

--Climate of the school was improved.

--Management philosophy and practice was improved.

--Teacher and staff self development programs emerged.

--Evaluation strategies were defined, improved or implemented.

--Openness of the school was developed.

--Team building occurred.

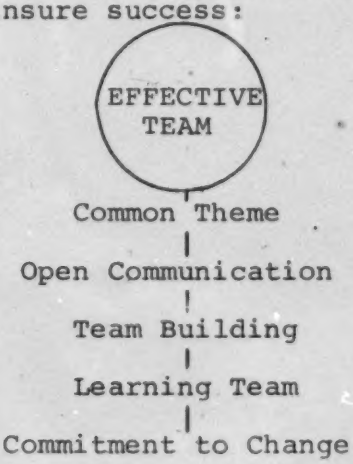
--Community relations and support were improved.

--Respect for the schools was improved.

Note: The collegial team leader or district planner of administrative renewal might use this information to seek participants, special program funds for implementation, or the support of central administration.

Characteristics of the Effective Team

In developing a collegial team the following elements appear to be essential to insure success:



--The group has a common unifying theme such as:

-School Climate Improvement (see CFK Ltd. Occasional Paper published by Phi Delta Kappa in Bibliography and Appendix J).
-Individualized Continuing Education - a program where individuals work on individual needs and the group focus is on goals common to all individuals (see CFK Ltd. Occasional Paper in Bibliography and Appendix J).
-Management skills.
-The Model School Concept.

--Communications are open. The group initially concerns itself with group building activities, and with exploration of ways to open and enhance communications.

--The group itself is an object of study.

-It is a fairly small group - not over twelve.
-The membership of the group is voluntary and fairly stable.
-There is a leader who possesses the talents necessary to keep the group together.
-The group meets for blocks of time on a regular basis.
-Group members will have been intensely involved in planning and evaluating the group's activities.
-The group seeks to improve the group as well as the individuals.
-The group studies its own cohesiveness.
-The group studies the degree to which it is able to help members solve problems.
-The group studies its own growth in ability of its members to communicate openly with one another.
-The group studies its own efficiency; i.e., time spent in "productive" or "non-productive" activity.

--The collegial team becomes a learning team which uses its own members as resources to each other as well as outside resources, materials and personnel.

--Members of the group are committed to:

-Innovation and change (not rearranging old ideas).
-Mastering new interpersonal and management skills.
-Self improvement with self assessment (to change self rather than others).

Note: The group leader described in Part II might use this list as a starting point in forming a team.

Five Suggestions for Developing Group Building Activities

A successful collegial group must be both people oriented and task oriented. The group must facilitate each participant's efforts to improve himself and his school or office. A collegial team leader should seek to incorporate the following five group building activities into the program for the team to form a productive and unified group.

--Structuring and planning as group building. The leader's role consists of making decisions on who will participate, where the group will meet and what resources will be available. Planning and structuring also includes the development of a preliminary plan for the year. The plan should not be too elaborate but should state the purpose of the group, state some assumptions underlying the group's operation, define some goals and objectives and designate several initial activities to get the group off the ground. The group then needs to place all their needs in some type of priority order so that inservice plans can be determined appropriate for large group instruction.

A useful instrument for group or individual planning is the Self Performance Achievement Record (SPAR) (see CFK Ltd. Occasional Paper listed in Bibliography and Appendix J).

In addition, individual members should determine their specific objectives for the year. The group leader should participate in this activity by developing a personal growth plan which shows that he is participating in a team for his own personal renewal.

--Opening communications. Some groups have found that planning proceeds more effectively and efficiently if some communications opening activities are included. There is an advantage to stressing open communications in the early stages of the project, as later success of the group will depend primarily on the extent to which open communications have been achieved. Many excellent communication opening activities are suggested in Toward the Human Element, by Gerald Prince and George and Deanna Carnie.[5] These authors describe four kinds of communication skills:

-active listening,
-congruent sending,
-running a perception check, and
-giving and receiving feedback.

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[5]Gerald Prince and George and Deanna Carnie, Toward the Human Element: The Beginning Handbook for Change, Golden, Colorado: Bell Junior High School, 1971.

Specific materials are provided that can be used by a collegial team whose members desire to master these skills.

--Ideas for projects. The team may want to schedule a series of large group presentations to expose themselves to promising educational innovations and trends. Included might be sessions on management techniques, decentralized decision making, staff differentiation and utilization, master scheduling, climate change, listening skills, and individualized instruction.

--How-to sessions. Some administrators may like to learn together certain aspects of school planning. These might be called "how-to" sessions. They might be called "How to Develop a Planning Session for Your School", "How to Develop a Personal Growth Plan", "How to Write Performance Objectives", "How to Use Brainstorming and Delphi Techniques", or "How to Become an Active Listener." The skill building sessions will be more successful if--

-They teach skills identified by the collegial team as skills that are badly needed.
-They include adequate time so that the skills can be thoroughly mastered.
-They include outside specialists as resource people.
-The resource person combines skill instruction with detailed instruction on how to use the instruments necessary for mastering the skill.
-There is planned follow-up of the skills session.
-There is a group self assessment of the activities.

Some of the following questions might be helpful in group self assessment activities:

-To what extent were people really listening to each other? What are some examples you can remember of active, perceptive listening? Were feelings being expressed and understood?
-Were any supportive statements made? If so, who supported whom and why? Was anyone being helped with a problem by the group today?
-Were any decisions made? If so, how was information used in the decision making process? Was there concensus?
-Was there a conflict during the session? If so, was it resolved? How could the conflict have been handled more effectively?
-Were the session's goals reached? If not, why?
-What leadership roles did the group need which were not being filled?

-Were there over-participants - people who talked too much? Are some people using the group to meet their own needs? Who are the "stars" (those to whom most remarks are addressed)? Are there nonparticipants? If so, why?
-Are cliques forming? If so, is this good or bad for the group?

--Working on common problems. The collegial group will be strengthened as it confronts and solves problems of concern to its members.

Gerald Prince and George and Deanna Carnie have identified "Steps in the Problem Solving Process" in Toward the Human Element, which can serve as a guide to a collegial group faced with a problem of concern to its members. They are: 1) presenting the problem, need, or concern, 2) gathering sufficient data, 3) clarifying the trend, or direction that the data reveals, 4) inviting solutions, 5) summarizing the solutions and agreeing to act on one or more of the alternatives, and 6) providing for eventual evaluation of the solution agreed upon.

The group needs to continue to check and monitor its growth as a team. The skills mentioned earlier such as problem solving, listening skills, and communication techniques are important, but in addition it might be useful for the group to know how to use force field analysis and team building skills. An excellent presentation of these skills developed by the Northwest Regional Educational Laboratory is the Research Utilizing Problem Solving (RUPS) Workshop. Additional information is available in the Bibliography.

In addition, Appendix [illegible] contains a listing of role functions within the group which helps in analyzing group behavior.

Collegial Teamness Measures

It might be useful at the beginning, middle and end of a year to assess the collegial team development on the basis of "teamness." Appendix B contains a single rating scale which could be used. However, two other excellent resources might also be helpful. They are: the Assessment Alternatives Component and Research Utilizing Problem Solving. Detailed information on these publications is given in the Bibliography.

The following instruments from the Handbook of Organization Developing in Schools, by Richard Schmuck and Phillip Runkel (see Bibliography), would be useful.

--Communications Instruments (pages 43-53).

-Communication Skills: Knowledge and Use.
-Participation: Actual and Perceived.
-Norms about Communicating.
-Communication Networks.
-Feedback in the Schools.
-Communication Roles: Task and Interpersonal.

--Conflict Management Instruments (pages 147-155).

-Asserting Independence.
-Bringing Conflicts into the Open.
-Measuring Organizational Climate.
-Determining Management Styles.
-Calculating the Degree of Conflict.

--Effectiveness of Meetings Instruments (pages 181-187).

-Group Climate.
-Participation.
-Group Expectation Survey.
-Group Effectiveness.

--Problem Solving Effectiveness Instruments (page 231).

-Interview Questions for Identifying the Problems.
-Questions to Check on the Group's Effectiveness.

--Decision Making Effectiveness Instruments (pages 260-268).

-Influence: Actual and Preferred.
-Staff Meetings (Openness and Powerlessness).
-Participation in Decisions.
-Observing Decision Making.

Also available is an excellent book, Diagnosing the Professional Climate in Schools, by Robert S. Fox (see Bibliography). In this publication are five very useful instruments:

--Influence (page 143).
--Expectations for Others (page 45).
--Task and Maintenance Functions (page 54).
--Meetings (page 74 and also see Appendix E).
--Educational Goals (page 93).

These instruments could be used to assess two things: teamness within a school building or the teamness of a collegial team. Some of the instruments might need revising in order to meet specific needs of the collegial team.

Types of Teams

The membership in the teams can be varied. As noted in the definition of terms, this paper focuses on the collegial team based on peer relationships. The membership in the collegial team should be peers of the same status level who share common problems but who are not part of the problem. This might include groups formed by geographic area such as principals of high schools, junior high schools and elementary schools in one geographic area. Groups might be formed by job description. Here renewal could center on needs related to the job. This might include a group of assistant principals and vice principals or a group of administrative interns, or elementary or secondary school principals.

ALTERNATIVE WAYS TO BEGIN

There is no one best way to begin a collegial team renewal program. Many different kinds of programs have been started nationwide with great success. Because the needs vary, so might the plans to accommodate the various participants. The various groups, nontheless, should be built around the collegial team concept as described earlier. A certain degree of "teamness" is needed to bring about commitment within the teams.

As a district begins to look at the overall needs of administrators, a number of concerns may evolve. Some of them may be large scale, some of them may be on a smaller scale. No one alternative may be right for each district.

Part of the renewal experience will depend on the past experience of the district in establishing appropriate programs for administrators. For instance, if a district has been involved in previous years in a renewal program, it might begin by looking back over what has been done in the past and ask administrators if it was appropriate, what should be continued and what should be revised.

The collegial team leader and the district planner for renewal will want to organize the effort so that the alternatives selected meet the unique needs of each collegial team. The following is but a partial listing of "ways to begin." Perhaps one or a combination of two or more will be useful.

Group Focus: Increased Skills

A group may seek to improve management and interpersonal skills. Each member might focus on one area and share what is learned with others. It might be helpful to proceed from the less complex problems to the more complex problems so that an administrator can look at typical and tangible problems such as reporting to parents, budgeting, school problems, and begin to grow and to gain on these skills. Later the administrator has an opportunity to develop skill in handling problems which are more intricate and frustrating such as looking at the future needs of the schools, gaining greater skill in interpersonal communication and increasing his management skills.

Common Purpose Group

Although all collegial groups need a common purpose, sometimes groups are formed and then a purpose is identified. The formation might be reversed with a need identified and the group membership then based on those who have expressed in a formal or informal way that common need. In a formal sense, a district assessment of renewal needs of administrators (see Appendix H) might serve to create the groups of interested administrators or in an informal way persons might be asked what they are interested in pursuing.

The group, after the identification of purpose, should look at the scope and sequence of the problem and identify the types of meetings to be established to accommodate the needs of the group.

Each member of the group should develop a written plan that shows how a study of a particular problem will facilitate his or her self improvement. A form utilized by CFK Ltd. participants and found to be quite helpful is the SPAR form. A sample is shown in Appendix I. The CFK Ltd. SPAR document cited in the Bibliography and Appendix J also has examples of individuals' plans.

Study Group

A study group in a district might begin as a small group of administrators interested in studying and talking about the new and exciting approaches happening in education today. The sharing of experiences with colleagues would be an important ingredient. A study group might be offered credit through a university or through the district. From this

experience should evolve for each administrator a plan to bring about change in his school or job.

The Retreat (A Way to Find Time)

The retreat at the beginning of a renewal program has several major advantages:

--Participants are away from phones and interruptions.

--There is sufficient time to develop open communication and trust.

--Camaraderie will develop.

--There is time for the group to come to a concensus on priorities for the year.

--The actual purpose for the workshop might be for things such as communication skills, listening skills, feedback skills, conflict resolution skills, and other skills which would help the participants function as individuals in a school setting and function as participants within a group.

--A trained psychologist could work with the group with team building and communication skills.

This experience might be considered of such value that the group may want to plan another retreat within the next three or four months.

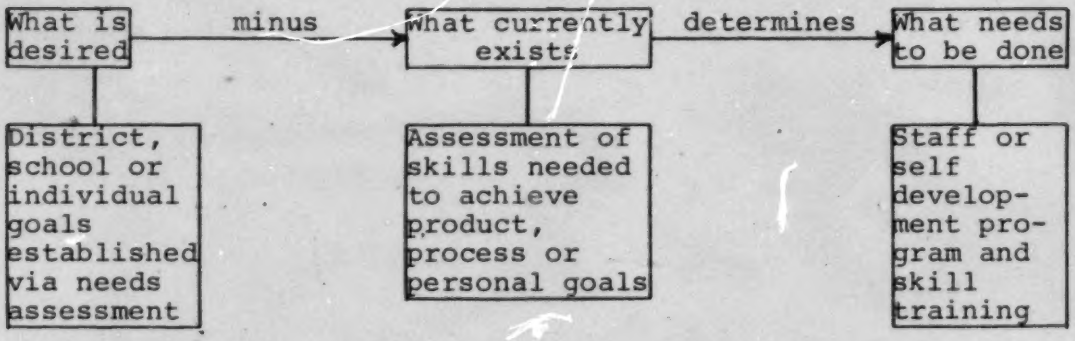
Assessment-Plan Approach

The assessment-plan approach has been used by many districts (see Appendix H). This is especially true when the district is asking the board of education for special funding for administrator renewal. The approach is precise; it requires a thorough assessment of what the administrators in the district feel are their needs. This could be done using written questionnaires, or with personal interviews, where the information from the interviews is gathered and tabulated. Or another could be a random sample.

Once the list of needs is established for the administrators, an open invitation to planning would be extended to all. Then the group would look at the needs assessment items in terms of a plan and a budget that would be needed to implement a renewal program to meet those needs. Following this, and after the approval of the board had been obtained to move

ahead, the group would then establish an open enrollment procedure whereas those people who stated they had needs for renewal would be allowed an opportunity to meet in groups of interest or come together in collegial teams where they would share the progress of their individual projects with one another. One spinoff of this approach is that once administrators have gone through the program they in turn could be given specialized training in the skills necessary to be group leaders, and they could, in the following year, form other renewal groups of their own. This trainer of trainers multiplies the number with necessary skills. As the number increases, the cost per person trained decreases.

Thus, team formation requires the district to first look at its needs as a total district or division. The following graph depicts the process.


What is desired
minus
what currently exists
determines
What needs to be done
District, school or individual goals established via needs assessment
Assessment of skills needed to achieve product, process or personal goals
Staff or self development program and skill training

A Planned Program Format

Some districts may design a format and require or make optional that administrators go through a certain learning process that the district feels would be beneficial. It is probably best to have voluntary participants with meetings set monthly in blocks of at least three or more hours, and that the major thrust for each participant would be to initiate plans for applying these collegial team activities at the local level.

Another part of this plan would be self assessment and self evaluation. Once the team is formed, the district may provide the resources for the teaching process rather than use outside resources. A sample yearly agenda might include the following:

--A self assessment experience for each participant.

--Analysis of assessment with team members for each participant.

--Each participant will develop a plan for personal and professional growth based on information from the assessment. This plan would ultimately lead toward school improvement.

--Each participant will attend a series of meetings which focus on:

-Communication skills (active listening, feedback, paraphrasing, perception checking, congruent message sending and reporting).
-Problem solving.
-Conflict resolution.
-Decision making.
-Goal setting.
-Ways to improve meetings.
-Evaluation instruments as a means of project evaluation.

This plan provides a rather structured format, but it insures for the participant that each meeting will be meaningful, interesting, and insures that he or she will come away with some new skills as well as a plan for using them.

Management Change Model

A district might elect or some individual members within a district might elect to go through a Management Change Model such as that offered by the Association of California School Administrators within their Project Leadership Plan. This is a plan that takes an administrator through an ongoing renewal program that has certain elements in which the administrator will elect to be involved. The process follows a scheme that includes the following areas:

1. Needs assessment.
2. Goal setting and instructional objectives.
   a. Deriving objectives.
   b. Administrator planning.
3. School and/or program components.
   a. Communication skills.
   b. Systematic model for curriculum and instruction.
   c. Team building.
   d. Group process skills.
   e. Staff relationships.
   f. Accounting for learner development.
   g. Other skill training programs.

4. Problem solving and examining alternatives.
   a. Decision making skills.
   b. Problem solving.
   c. Analyzing problems.
   d. Research and development.
   e. Material resources.
5. Implementation of programs (exemplary schools).
6. Monitoring and evaluation.
   a. Diagnosing school problems.
   b. Evaluation techniques.
   c. Assessment alternatives.

In the Project Leadership Model for each of these areas of concern there are identified workshops, materials, or instructional units that an administrator can engage in to learn those skills. Also part of the scheme of Project Leadership is the idea of a team of people going through a learning process and building a relationship with professional peers based on an improvement they want to see happen in their school or within their professional lives. The process could be used on an individualized basis with administrators selecting areas where they have assessed that they have their greatest need or the program could become more autocratically administered, requiring participants to go through the process or at least become familiar with all the areas. More information about this model can be obtained by writing the Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, California 94010.

EXPLANATION OF ROLES NECESSARY IN COLLEGIAL TEAM DEVELOPMENT

Participant

Each participant should be willing to:

--Attend regular meetings established by the group.

--Use the group as a learning resource.

--Begin a program with a needs assessment.

--Develop a plan for personal and professional growth and share it with the group (see Self Performance Achievement Record [SPAR] in Bibliography and Appendix J.

--Design and complete individual as well as group learning experiences.

--Participate in team building experiences aimed at improving the group's climate.

--Personally evaluate the year's program in terms of the group and individual experience.

Team Leader

A collegial team leader should be willing to:

--Study and understand thoroughly the concept of collegial teams.

--Review the skills needed as team leader (see Part II) and enhance any areas of weakness.

--Develop and share with the team a personal and professional growth plan (see Self Performance Achievement Record [SPAR] in Bibliography and Appendix J).

--Provide the group the necessary opportunity for team building experiences.

--Utilize within the group skills in problem solving, effective communication techniques, priority setting based on needs and serve as a model to others.

--Participate as a learner and team member in all group experiences.

--Assist the group in identifying areas of common need to all.

--Evaluate the total group effort in terms of evaluation data provided by each participant.

District Planner for Administrative Renewal

A district planner for administrative renewal should be willing to:

--Establish an open, authentic, problem solving climate which insures a building of trust and commitment among individuals and groups throughout the organization.

--Complete a systematic diagnosis of the organization.

--Develop a strategic plan for improvement.

--Establish a collaboration of efforts from the many collegial projects going on within the district.

--Mobilize resources to carry out efforts of all teams.

--Be a participant in at least one group and fulfill the commitment of a participant including a personal and professional growth plan which is shared with the group (see Self Performance Achievement Record [SPAR] in Bibliography and Appendix J).

--Obtain top management commitment.

--Monitor progress of all groups.

--Prepare final evaluation reports.

Superintendent

A district superintendent should be willing to:

--Not just bless the concept of collegial teams for renewal, but be present and participate either in a group focused on climate or a group focused on individualized growth plans. The commitment from the superintendent needs primarily to be one of time and involvement.

--Make public statements at the board meetings and at the administrative meetings in support of the collegial process and the administrator renewal program.

--Allocate some resources. Although practice has found that commitment does not come through money, some funds do help a group acquire resources or travel to areas where otherwise they could not. Moral and financial support are necessary for continuing the collegial process.

--Hold off on an evaluation of any part of the program until the participants are ready to look at the evaluation process, which usually would occur in the spring of the year.

--Model the behavior that the groups are working on, such as decision making or management planning without feeling threatened.

--View the collegial team process as a support element in helping keep the staff current.

--Write a personal or professional growth plan to model behavior expected of others.

PART II

THE LEADERSHIP ROLE

OVERVIEW

This section addresses itself to leadership skills needed by those persons responsible for establishing the collegial team process:

The Collegial Team Leader
The Program Coordinator for Administrative Renewal

For each skill identified there is included:

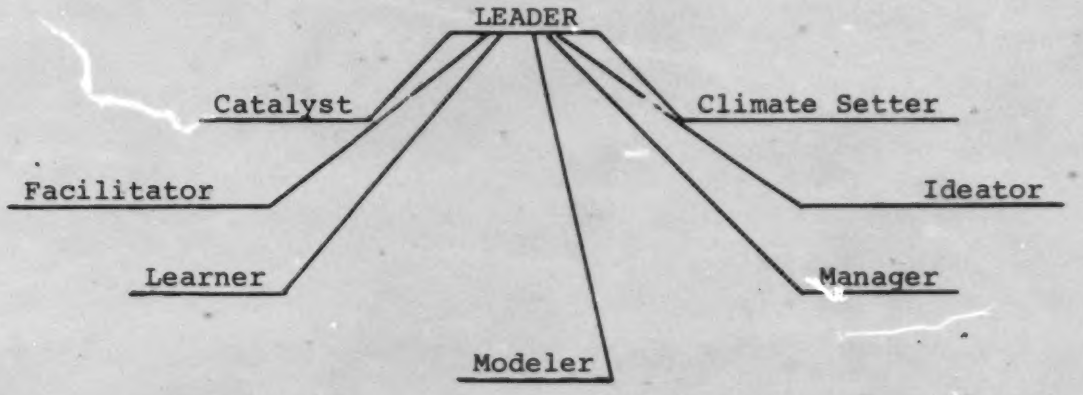
--A definition: Activities and objectives explaining in precise language what the skill means.

--How the skill may be used by:
-Collegial team leader.
-Program coordinator for administrative renewal.

--Evidence of success: How to know you've done it. Suggestions for evidence are included. Specific criteria would have to be developed by the leader in cooperation with team members.

--Resources useful in learning each skill. Each of these resources is discussed in greater detail in the Bibliography.

The skills needed by the leader presented here are:



Skill - Catalyst

Definition:

The leader may--

-Promote the project to create interest.
-Conduct workshops as needed after determining skill level of participants.
-Be aware of current trends through research and literature; provide a broad range of opportunities to each participant.
-Monitor meetings.
-Define his role as leader with the group.
-Bring people and ideas together.
-Help group identify its common thrust or theme - its "unifying concept."

Skills as used by:

Collegial team leader--This leader will serve as a catalyst and a resource to the collegial group.

Program coordinator for administrative renewal--This leader will be a catalyst and resource to the leaders of all collegial teams and will be a catalyst and supporter of the project district wide to increase district commitment for the process.

Evidence of success:

-The project will continue from one year to the next.
-The leader will conduct or provide at least one workshop or more based on needs of participants.
-The leader will share information from current literature and research on a regular basis and provide a broad range of opportunities to each participant.
-The leader will develop a definition of his role and seek acceptance from the colleagues.
-Each participant will engage in an activity and show improvement in at least one area.
-There is a cohesiveness of the group evidenced by:
  ·Group members help one another with problem solving.
  ·Group members share feelings as well as information with one another.
  ·Participants place a high priority on group attendance (as opposed to just attending when nothing much is going on elsewhere).
  ·Group members plan and implement self improvement and school improvement programs which relate to the overall theme or purpose of the group.

Skill - Catalyst Contd.

Resources for learning this skill:

- -Preparing Educational Training Consultants (PETC-1: Skills Training), Northwest Regional Educational Laboratory. (See Bibliography)
- -Consultation (PETC-2), Northwest Regional Educational Laboratory. (See Bibliography)
- -Organizational Development (PETC-3), Northwest Regional Educational Laboratory. (See Bibliography)
- -Organizational Self-Renewal (PETC-4), Northwest Regional Educational Laboratory. (See Bibliography)
- -Shared Decision Making Skills, EPDA Project. (See Bibliography)
- -Research Utilizing Problem Solving (RUPS), Northwest Regional Educational Laboratory. (See Bibliography)

Skill - Climate Setter

Definition:

The leader will create a threat free atmosphere and be able to reduce the tension level. (The skills of communication and problem solving are important but covered extensively elsewhere in this section.)

Skill as used by:

Collegial team leader--This leader will find it critical to create a threat free relaxed atmosphere. A sense of humor on the part of the leader is valuable.

Program coordinator for administrative renewal--The program coordinator will find far greater program expansion and success if a threat free atmosphere is maintained. A sense of humor with colleagues helps to insure this.

Evidence of success:

- -Evidence from team members will indicate there is a trusting relationship felt by group members.
- -Interaction analysis at group meetings will show a feeling that the atmosphere is threat free.
- -Evidence from team members will indicate an increase in the amount of sharing.

Skill - Climate Setter Contd.

Resources for learning these skills:

-School Climate Improvement: A Challenge to the School Administrator, by Robert S. Fox et al, Phi Delta Kappa. (See Bibliography and Appendix J)
-Role Functions Within the Group. (See Appendix A)
-Research Utilizing Problem Solving (RUPS), Northwest Regional Educational Laboratory. (See Bibliography)
-Interpersonal Communications (IPC), Northwest Regional Educational Laboratory. (See Bibliography)

Skill - Facilitator

Definition:

The leader may--

-Establish a meaningful agenda.
-Utilize problem solving, Delphi, brainstorming and force field in the group process.
-Plan and secure adequate facilities and equipment for meetings.
-Diagnose group needs.
-Create a climate conducive to productivity.
-Assist participants to communicate with one another more effectively by reflecting their feelings and opinions, summarizing what the group discusses, asking questions to stimulate group inquiry, and spotlighting areas of concensus and areas of disagreement. He also will facilitate communication between outsiders and participants.
-Know how a group functions.
-Involve team members in project planning to insure the project is one the team will commit to; to be sure that the project causes growth within participants; to insure the project gets started and completed on schedule.

Skill as used by:

Collegial team leader--The team leader needs to have internalized these skills and to use them.

Program coordinator for administrative renewal--The program coordinator should use the leaders of the collegial teams as a planning group for the total district. In this sense, all of these skills are necessary and vital.

Skill - Facilitator Contd.

Evidence of success:

- -Participants will indicate that the agenda, facilities, and equipment have been adequate for the meetings.
- -The group will indicate the effectiveness of the use of problem solving skills within the group.
- -The leader will use an instrument or interview technique to diagnose group needs.
- -The participants will indicate a feeling that the climate is conducive to productivity within the team or within the district.
- -Evaluation of the group on the communication effectiveness will indicate the frequency and effectiveness of the skills used.
- -The leader will evidence knowledge of how a group functions by using specific group techniques for specific purposes throughout the year.
- -The use of communication skills and problem solving skills will be evident and participants will indicate the meaningfulness of their projects in terms of their own growth and their willingness to complete the project.

Resources for learning these skills:

- -Brainstorming As a Tool in Developing an Individualized Continuing Education (ICE) Program. (See Appendix C)
- -Target Game - Delphi Technique, by Blaine Wishart, Rand Corporation. (See Bibliography and Appendix D)
- -"Delphi: Decision Maker's Dream," Nation's Schools. (See Bibliography)
- -Group Process Skills Training (GPS), Northwest Regional Educational Laboratory. (See Bibliography)
- -Force Field Analysis, Northwest Regional Educational Laboratory. (See Bibliography)
- -Toward the Human Element: The Beginning Handbook for Change, by Gerald Prince and George and Deanna Carnie. (See Bibliography and Appendix J)
- -Interpersonal Communications (IPC), Northwest Regional Educational Laboratory. (See Bibliography)

Skill - Ideator

Definition:

The leader may--

-Be creative in the way problems, issues, and group activities are considered.
-Stimulate creative thinking of participants through brainstorming or inviting creative input.
-Build from ideas supplied by participants an overall program design, and modify the concepts periodically as needs change.
-Expose team members to appropriate reading, literature, ideas, assessments.
-Provide examples and share experiences.
-Assist in scheduling visits to other schools.
-Recommend consultants to promote new ideas.

Skill as used by:

Collegial team leader--This skill is important in the collegial team because the team will be focusing its attention on common problems. The leader needs to "pull together" ideas to support the project.

Program coordinator for administrative renewal--This leader will need to be an idea man for the leaders of the collegial team process. The sharing of ideas at this level can affect potential growth within each collegial team.

Evidence of success:

-Individual projects of team members show evidence of creativity.
-Agenda from meetings will show brainstorming and other problem solving techniques are used.
-Plan for group represents group feelings and input.
-An abstract listing of sources of reference and of ideas will be shared with the group.
-The team leader will present new ideas at each meeting. Some of the ideas will be utilized by the participants in their projects.
-Schools will be visited by team members.
-The team leader will recommend at least five consultants during the year to promote new ideas.

Skill - Ideator Contd.

Resources for learning this skill:

- Analyzing Problems, Farwest Regional Educational Laboratory. (See Bibliography)
- Needs Assessment, by Edward Beaubier and Arthur Thayer, Association of California School Administrators. (See Bibliography)
- Learning Modules for Administrators, by Lloyd McCleary, University of Utah. (See Bibliography)
- Brainstorming As a Tool in Developing an Individualized Continuing Education (ICE) Program. (See Bibliography and Appendix C)
- Delphi Technique. (See Appendix D)

Skill - Learner

Definition:

The leader may--

- Participate in a collegial group and develop a professional and personal growth plan.
- Gather a bibliography of learning materials and create a professional library with the help of team members.
- Conduct a talent survey among project participants to determine what competencies are available.
- Learn or enhance a new skill.

Skill as used by:

Collegial team leader--The collegial team leader must also be an active learner to be able to support his belief in the group learning process. He will complete a personal and professional growth plan and share in accomplishing the team goal.

Program coordinator for administrative renewal--The program coordinator should also participate in a collegial group as a participant to illustrate his continued faith in the process. His personal and professional growth plan should be shared with others.

Evidence of success:

- The leader will participate in a collegial group and develop a professional and personal growth plan which is related to school improvement.

Skill - Learner Contd.

-The leader will gather a bibliography of learning materials and create a professional library with the help of team members. The team members will indicate the bibiography and professional library are of benefit to them in their projects.
-The leader will develop a local "talent list."
-The leader will share in the evaluation report the new skill he has learned.

Resources for learning this skill:

-Learning Modules for Administrators, by Lloyd McCleary, University of Utah. (See Bibliography)
-A copy of each of the CFK Ltd. publications would be helpful. (See appendix J)
-Other materials noted in Bibliography.

Skill - Manager

Definition:

The leader may--

-Form a collegial team.
-Choose effective methods of communication.
-Plan mechanical and logistical aspects of meetings.
-Facilitate group dynamics.
-Develop ability to select effective managerial styles.
-Assist in the development of team objectives and speed progress of completion.
-Within the authority delegated to him by the renewal groups, approve expenditures and issue periodic financial reports.
-Define roles and set dates for accomplishing objectives.
-Be knowledgeable of assessment-evaluation techniques and suggest approaches to evaluation.
-Possess time management skills.
-Monitor group progress and analyze program progress, locate and eliminate impediments to progress, and devise and implement new procedures to improve program efficiency.

Skill as used by:

Collegial team leader--The leader's ability to create a successful group may well rest with this critical element. Effective management skills are essential for team success.

Skill - Manager Contd.

Program coordinator for administrative renewal--As a program coordinator, this leader needs this skill to successfully organize the district effort.

Evidence of success:

-A team will be formed and professional and personal growth plans will be developed by each member.
-Team building activities which focus on communication will occur early in the year.
-The leader will organize and share the logistical aspects of future meetings.
-The leader will use communication skills and problem solving skills where appropriate.
-The leader will be aware of group dynamics and managerial styles and select appropriate behaviors.
-Each team member will develop appropriate objectives as part of his growth plan.
-Budget will be shared with the team periodically.
-A timeline based on objectives will be developed by the team.
-The leader will partially evaluate team effectiveness by using the instrument "Meetings." (See Appendix E)
-The leader effectively uses time management skills.

Resources for learning this skill:

-See those listed under "Facilitator."
-Assessment Alternatives, by Edward W. Beaubier and Arthur N. Thayer, Association of California School Administrators. (See Bibliography)
-Diagnosing the Professional Climate of Schools, by Robert S. Fox et al. (See Bibliography)
-A Guide to Planning School Improvements, by Lawrence J. Aggerbeck. (See Appendix J)
-The Issue Paper. (See Appendix F) The Issue Paper is a written statement which is used to present pertinent factual information about a decision so that positive action may be taken quickly.
-The Self Performance Achievement Record (SPAR). (See Bibliography and Appendix J)
-Project Leadership Administrative Support. (See Bibliography)
-Problem Solving in the Small Group. (See Appendix G) This short paper developed by Glidewell states in very concise terms the process that a leader should use in looking at the small group as a problem solving unit.
-The Time Trap, by R. Alec Mackenzie. (See Bibliography)

Skill - Modeler

Definition:

The leader may--

-Provide advance agendas.
-Involve all participants in team meetings.
-Issue minutes of meetings.
-Publish his personal SPAR and distribute it to participants.
-Institute researches using computer banks of information.
-Provide resources for conducting communication exercises.
-Become a trainer of others.

Skill as used by:

Collegial team leader--Only by being a modeler of behavior can a leader expect others to learn the skill or desire to learn the skill.

Program coordinator for administrative renewal--It is most critical that the district program coordinator represent a model to others. Although he will profess to still be a learner, for many skills he will have internalized and effectively utilized the processes.

Evidence of success:

-The leader will prepare a personal and professional growth plan and share it.
-The leader will prepare and share each month an abstract of current information.
-Minutes for each meeting will be published and distributed after the meetings.
-Adequate resources will be provided for meetings.
-Each meeting will involve all participants in the project.
-Agendas will be prepared in advance of all meetings.
-The leader will establish a system to monitor team (or teams) progress.
-The leader will share the skills and resources he has learned by training others.
-Twenty percent of team members will also train others.

Resources for learning this skill:

-Self Performance Achievement Record (SPAR). (See Bibliography)
-Enabling Behaviors, University of California at Santa Cruz. (See Bibliography)

Skill - Modeler Contd.

-Setting Goals, Farwest Regional Educational Laboratory. (See Bibliography)
-Deriving Objectives, Farwest Regional Educational Laboratory. (See Bibliography)

SUMMARY

The previous two sections have defined a collegial team, described how one might go about forming one, explained the roles of various people involved, and analyzed the role of the leaders. This information could effectively be used in assisting a district in starting one or more collegial teams. The collegial team concept can and should be the basic organizational unit in any district wide administrator renewal program.

Working systematically on self improvement and school improvement can be a lonely business unless other administrators are also involved. Working with a small group of colleagues who have similar problems can create a closeness and team effect that can bring about greater change for administrators.

A skillful and competent program coordinator responsible for administrator renewal district wide and a skilled collegial team leader can facilitate an effective program in which participants are committed to self improvement as well as school improvement. The net result in benefits to the district is improved schools for children.

APPENDIX A

ROLE FUNCTIONS WITHIN THE GROUP

How this Information Might be Used:

The categories suggested here could be transformed into an instrument which would enable individuals to chart their progress in minimizing anti-group behavior. This could be completed by listing each category followed by a scale of one to ten representing positive and negative. A pre-assessment, mid-assessment, and post-assessment would help the group better understand its behavior.

Most of us think we know something about leadership, but when we try to define the term, we often end up speaking in vague generalities. We speak of born leaders or natural leaders, but we find considerable disagreement regarding the characteristics or qualities of the leader. Inherent in this kind of thinking is the implication, also, that there are few leaders and many followers.

In a group, certain functions must be filled by members in order for the group to progress and reach its goals. These functions can be classified in two basic categories:

1. Task Functions: These are manifest in the roles which relate directly to the accomplishment of the task, the design of the project, or the solution of the problem that the group is working on. Included here are all of the efforts made to reach a specified goal; i.e., "getting the job done."

2. Maintenance Functions: These relate mostly to the process of making the group a comfortable place to be in, keeping the group together as an effective problem solving unit while working toward the achievement of the goal. These functions recognize that the comfort and the health of group members are as important as the task itself. In fact, failure to maintain the group can lead to failure to accomplish the task.

There is a third category of functional roles which can be considered "self oriented" in purpose. Within this category there are negative or anti-group functions which lead to the blocking of the performance of task and maintenance functions. Examples of these are listed further on in this paper.

A breakdown of the two categories of functions ideally found in healthy problem solving groups is offered along with a list of the self oriented functions which detract from groupness.

TASK FUNCTION ROLES

--INITIATING-CONTRIBUTING

--INFORMATION SEEKING

--OPINION SEEKING

--INFORMATION GIVING

--OPINION GIVING

--ELABORATING

--CLARIFYING

--ORIENTING-SUMMARIZING

--EVALUATING

--STANDARD SETTING

--ACTING AS PROCEDURAL TECHNICIAN

--RECORDING

--ENERGIZING

MAINTENANCE FUNCTION ROLES

--SUPPORTING-ENCOURAGING

--GATE KEEPING AND EXPEDITING

--HARMONIZING

--COMPROMISING

--STANDARD SETTER OR EGO IDEAL

--GROUP OBSERVER AND COMMENTATOR

--FOLLOWING

--TENSION REDUCING

--DEVELOPING RESPONSIBILITY IN OTHERS

SELF ORIENTED ROLES (ANTI-GROUP)

--AGGRESSOR

--BLOCKER

--PLAYBOY

--DOMINATOR

--RECOGNITION-SEEKER

--HELP-SEEKER

--SELF-CONFESSOR

--SPECIAL INTEREST PLEADER

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*Summarized from E. D. Bennee and P. Sheats, "Functional Roles of Group Members," in Journal of Social Issues, 1948, 4 (2), 41-49.

APPENDIX B

MEASURING TEAMNESS

The following instrument might be useful for a team to evaluate its effectiveness in operating as a team. It might be advisable to use the scale as the team is first being formed to look at the ratings item by item and then mid-year to again assess what's happening with the group.

Team Diagnosis Questionnaire

Characteristics

1.	Interaction	Low	1	2	3	4	5 High
2.	Communication/Trust	Low	1	2	3	4	5 High
3.	Awareness of All Others	Low	1	2	3	4	5 High
4.	Perception of Group as a Team	Low	1	2	3	4	5 High
5.	Norms Exist	Low	1	2	3	4	5 High
6.	Process Activities	Low	1	2	3	4	5 High
7.	General Agreement on Goals	Low	1	2	3	4	5 High
8.	Facilitating Attitudes	Low	1	2	3	4	5 High
9.	Group Problem Solving Occurs	Low	1	2	3	4	5 High
10.	Conflict Management Goes On	Low	1	2	3	4	5 High

APPENDIX C

BRAINSTORMING AS A TOOL IN DEVELOPING AN INDIVIDUALIZED CONTINUING EDUCATION PROGRAM

The brainstorming method represents one process for schools/school districts to use to develop ideas, concepts, or proposed practices for an Individualized Continuing Education (ICE) Program for School Administrators. This process may also be used in defining a school climate improvement program.

1. How do you choose a topic for brainstorming?

   a. List the specific problems facing your school.

      For example: How can we start an ICE program?
      (1) Students
      (2) Teachers
      (3) Administration
      (4) Community

2. Try and develop as many alternative ideas to the topic as possible, both for and against the problem. Try to minimize the negative and accentuate the positive.

   a. Avoid problems requiring value judgments.

      For example: Shall we start the ICE program tomorrow?

3. Rules for brainstorming sessions.

   a. Any idea is of value. Many times "wild" or impractical ideas will trigger other members to practical suggestions.

   b. Criticism is an unwelcome member. Save judgment for a later time, when you can evaluate all the suggestions. It's hard to bounce back and forth and still be creative.

   c. Quantity, not quality. What you need now is a number of alternatives. It is easier to cut or cluster ideas, rather than enlarge on a few.

d. Hitch-hike or combine. Not only should you come up with ideas, but always be alert to adding or improving on another person's suggestion or idea.

e. Try and limit the panel to five to seven members. Involvement is of major importance.

f. If at all possible, an agenda with the intended topic and a time limit should be given to the members in advance of the session.

4. Mind ticklers. As the suggestions or ideas are presented, use this guide to see if you can adapt them using this process. What can we ask ourselves in trying to move an idea to a more practical solution?

a. Substitute? Who else instead? What else instead? Other place? Other time?

b. Combine? Blend an assortment? Combine purposes or ideas?

c. Reverse? Opposites? Backward? Upside down? Inside out?

d. Rearrange? Other layout, sequence? Change pace?

e. Magnify? Add? Greater frequency? Stronger? Larger? Multiply?

f. Minify? Subtract? Eliminate? Smaller? Split up? Slower? Less frequent?

g. Modify? Change meaning, color, motion, sound, odor, taste, form, shape? Other changes?

h. Adapt? What other uses could this be put to? Other ideas this could generate?

i. Put to other uses? Can it be modified or enlarged upon? New ways to use as is?

5. Some "Do's" in setting up a brainstorming program.

Do:

a. Train your panel in the techniques of brainstorming.

b. Wait for results before overselling the program.

c. Make your problem a specific one.

d. Evaluate the ideas creatively.

e. Take action on the best ideas.

f. Report to panel members on the action taken.

g. Remember brainstorming is a supplement only for individual thinking.

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*Adapted from a pamphlet published by the Bristol-Myers Products Division, New York, New York.

APPENDIX D

DELPHI TECHNIQUE

What is the Delphi Technique?

The Delphi Technique is a method for the systematic solicitation and collation of expert opinion. It is applicable whenever policies and plans have to be based upon informed judgments and thus to virtually any decision making process. The Delphi Technique was largely developed by the Rand Corporation in response to the need for tools to help make decisions when the best answer is highly uncertain. Originally it was developed to help make predictions about the future. It has now been used extensively in setting educational priorities and problem solving.

The Delphi procedure involves three simple general ideas: anonymity of the respondents, iteration and controlled feedback, and statistical group response.

Why was the Delphi Technique Chosen for Setting Educational Priorities and Problem Solving?

1. The general approach of appointing committees and in involving them in face-to-face discussions is very valuable but has limitations. The Delphi approach, used in conjunction with the committee system can overcome some of these difficulties and thus contribute to a better approach. Committees which are truly representative of the district and its sub-populations are hard to select and over a period of time they tend to become committees in which people with axes to grind are most active. Research indicates that recommendations tend to go towards the viewpoint taken by the more voluble people within the committee.

2. Some of the most useful information in setting priorities for a district or decision making in terms of trending data.

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*This information was provided by Dr. Clinton V. Brown, Director of Administration, Norwalk-La Mirada Unified School District, Norwalk, California.

3. The Delphi approach is proposed because research indicates that the controlled feedback and iteration system tends to produce a convergence of ideas as to what the priorities should be but it does not lose information as to the divergent goals.

4. This approach will enable an educational system to identify significant divergent viewpoints. In order to serve those people with divergent viewpoints, the school system can develop alternative programs.

<u>The Effectiveness of the Delphi Technique Depends upon Anonymity, Iteration and Controlled Feedback and Statistical Group Response</u>.

The process starts with the selection of a Delphi panel or panels. They are the selected experts. For educational decision making the experts are the people - the students, the teachers, members of administrative staff who have a perspective on education that will yield useful information. If the total group would be too large to manage effectively, the panel should consist of a carefully selected random sample of the groups.

Once selected:

1. Each member of the Delphi panel is asked to write from five to ten statements or judgments about the issue under consideration.

2. All of the responses are collected and clustered into groups with statements that have a close relationship.

3. No individual statement is dropped.

4. For convenience a name is given to each cluster.

5. The panel is asked for agreement on the clusters and is then asked to rank the clusters in terms of their relative importance.

There is no effort to force consensus. The objective is rather to identify and retain all shades of judgments about the issue before the panel and to rank the judgments in order of relative importance. The data supplied anonymously and individually is collected and fed back to the entire panel. Reasons for their judgments can be solicited, also anonymously, and sent to the entire panel for their consideration. A statistical measure is taken, the median or the mean, which is called the group response. An important feature of this way of defining the group judgment is that the opinion of

every member of the group plays a role in determining the group answer.

One of the advantages of the Delphi technique is the many ways that Delphi can be adapted to fit individual needs and individual purposes. The following is a description of the steps which are necessary in the application of the Delphi technique to a problem of establishing priorities.

Delphi Technique -- Sequence

1. The problem to which the Delphi Technique is applied is announced to the participants.

2. Groups are assigned five to six people each.

3. Each group selects a chairman.

4. Each group is given twelve 3 x 5 cards and asked to write twelve statements or input about the issue under consideration.

5. Collect, shuffle and redistribute the cards to each group.

6. Each group takes the 3 x 5 cards (input cards) and identifies major categories. Twelve to fourteen categories are ideal, but not an absolute. The chairman makes a new 3 x 5 card for each category identified. All input cards are placed under the "category."

7. The chairman of each group combines his categories with the other groups, eliminating duplication until a master set of categories is reached. All input cards are placed under the master category card and kept for later category definition

8. List the major categories on the chalkboard.

9. Pass out individual slips of paper (preferable index cards) to each participant in each group.

10. Write the major categories, listed on the chalkboard, on each individual slip.

11. Pass out the Delphi boards.

12. Each group will use a Delphi board to determine priorities. A total number of points to be used in the Delphi is assigned by the chairman. (The formula used is to

take five times the number of major categories and multiply that number by 65%.)

13. The individuals in the group pair up and arrive at a mutually agreed upon set of priorities by placing the cards under the various point values and not exceeding the number of points given to them by the chairman.

14. Each group continues the Delphi process until a group consensus is reached.

15. The group chairman, using the group consensus, pairs with another chairman and continues the process until an entire group consensus is reached.

DELPHI BOARD

OF EXTREMELY HIGH IMPORTANCE ← RELATIVE IMPORTANCE → OF LOW OR NO IMPORTANCE

5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT

APPENDIX E

MEETINGS

As you respond to the items in this questionnaire, focus on the regular meetings in which you participate with your fellow administrators in making major policy and program decisions about the system. Usually this will be called the Collegial Team.

Consider what usually or typically happens at this meeting. For each of the items below, put one of the following numbers:

+3 This is very typical of these meetings.
+2 This is fairly typical of these meetings.
+1 This is more typical than not.
-1 This is more untypical than typical.
-2 This is quite untypical.
-3 This is not typical at all.

(For scoring. Leave Blank.)

___ 1. When problems come up in the meeting, they are thoroughly explored until everyone understands what the problem is.

___ 2. The first solution proposed is often accepted by the group.

___ 3. People come to the meeting not knowing what is to be presented or discussed.

___ 4. People ask why the problem exists; what the causes are.

___ 5. There are many problems which people are concerned about which never get on the agenda.

___ 6. There is a tendency to propose answers without really having thought the problem and its causes through carefully.

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*Robert S. Fox et al, Diagnosing the Professional Climate of Schools, Fairfax, Virginia: NTL Learning Resources Corp., Inc., 1973

(For scoring.
Leave blank.)

___ 7. ___ The group discusses the pros and cons of several different alternate solutions to a problem.

___ 8. ___ People bring up extraneous or irrelevant matters.

___ 9. ___ The average person in the meeting feels that his ideas have gotten into the discussion.

___ 10. ___ Someone summarizes progress from time to time.

___ 11. ___ Decisions are often left vague--as to what they are, and who will carry them out.

___ 12. ___ Either before the meeting or at its beginning, any group member can easily get items on to the agenda.

___ 13. ___ People are afraid to be openly critical or make good objections.

___ 14. ___ The group discusses and evaluates how decisions from previous meetings worked out.

___ 15. ___ People do not take the time to really study or define the problem they are working on.

___ 16. ___ The same few people seem to do most of the talking during the meeting.

___ 17. ___ People hesitate to give their true feelings about problems which are discussed.

___ 18. ___ When a decision is made, it is clear who should carry it out, and when.

___ 19. ___ There is a good deal of jumping from topic to topic--it's often unclear where the group is on the agenda.

___ 20. ___ From time to time in the meeting, people openly discuss the feelings and working relationships in the group.

___ 21. ___ The same problems seem to keep coming up over and over again from meeting to meeting.

___ 22. ___ People don't seem to care about the meeting, or whether to get involved in it.

___ 23. ___ When the group is thinking about a problem, at least two or three different solutions are suggested.

(For scoring.
Leave blank.)

___ 24. ___When there is disagreement, it tends to be smoothed over or avoided.

___ 25. ___Some very creative solutions come out of this group.

___ 26. ___Many people remain silent.

___ 27. ___When conflicts over decisions come up, the group does not avoid them, but really stays with the conflict and works it through.

___ 28. ___The results of the group's work are not worth the time it takes.

___ 29. ___People give their real feelings about what is happening during the meeting itself.

___ 30. ___People feel very committed to carrying out the solutions arrived at by the group.

___ 31. ___When the group is supposedly working on a problem, it is really working on some other "under the table" problem.

___ 32. ___People feel antagonistic or negative during the meeting.

___ 33. ___There is no follow-up of how decisions reached at earlier meetings worked out in practice.

___ 34. ___Solutions and decisions are in accord with the chairman's or leader's point of view, but not necessarily with the members'.

___ 35. ___There are splits or deadlocks between factions or subgroups.

___ 36. ___The discussion goes on and on without any decisions being reached.

___ 37. ___People feel satisfied or positive during the meeting.

How to Interpret the Results of the Meetings Instrument:

It is important for you to complete this instrument as well as ask your staff to complete it. You may find the differences small or the differences may be very revealing to you.

In the column marked for scoring enter the number directly with the sign in the left column. On those blanks in the scoring column which have a period following, change the sign that was given. See the example below.

+2	1.	+2
+2	2.	-2
+1	3.	-1
-1	4.	-1

Total the score for each instrument completed. There is no number gauge except for you to see the differences among faculty perceptions and yours by looking at the composite scores.

APPENDIX F

THE ISSUE PAPER

The decision making process in outline form is used to force a systematic analysis of a problem. The Issue Paper may also be used as a framework around which a more exhaustive in-depth analysis can be built. An outline of an Issue Paper follows:

1. What is the problem?
   Magnitude
   Critical issues
   Probably causes

2. What is the objective or desired state which you wish to achieve? What will be the general, specific criteria for measuring success?

3. What are the interacting factors, groups, or concurrent activities? Who else has an interest in this problem, and what are they doing about it?

4. What are the constraints or limitations?
   Time
   Resources
   Political environment
   Philosophy of the decision makers

5. What are the alternatives? Can they be placed in priority order?

6. What immediate action or follow-up is recommended? (Do not recommend a final solution.)

Value of the Issue Paper:

1. Focuses attention on real problems rather than symptoms.

2. Forces a systematic analysis of the problem.

3. Can be done with limited resources.

4. Stimulates the generation of alternatives.

5. Exposes information gaps.

6. Discusses problems and alternatives in the context of organizational objectives.

7. Helps administrators ask intelligent questions.

8. Forms a basis for priority setting.

Possible Uses of the Issue Paper:

1. As a part of the total planning and decision making context such as Planning, Programming, Budgeting System. (PPBS).

   The Issue paper is probably most effective as one simple and easily used technique in a whole arsenal of decision making tools. It is, for example, an important element in most PPBS models.

2. As an exercise to clarify your own thinking about problems and issues.

   An Issue Paper could be written by you for your own use in an effort to discipline and structure your thinking about a problem.

3. As a communication device that helps you present your ideas clearly to others.

   You could use the Issue Paper to present your analysis of a problem to members of your staff or to your board.

4. As a communication device which others use to structure presentations of their ideas to you.

   Members of your staff could be trained in the preparation of Issue Papers. In this way they could present their thinking to you in a form that would be easy to understand and deal with.

5. As a quick but systematic look at an issue before deciding how to proceed next.

   One or more Issue Papers relating to a particular problem could be prepared by your staff. On the basis of the Issue Paper(s) and subsequent discussion, it could be decided if the problem deserved more thorough investigation.

6. As a quick but systematic look at a number of problems or issues before assigning priorities.

   Several Issue Papers on different problems could be prepared by members of your staff. On the basis of the information presented in the papers and subsequent

discussion, priority decisions could be made about which problems deserve extensive follow-up efforts.

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*The Issue Paper was developed by Robert W. Sekowski, Assistant Superintendent, Instructional Services, Board of Cooperative Educational Services (BOCES), Erie County, Buffalo, New York.

APPENDIX G

PROBLEM SOLVING IN THE SMALL GROUP

Objective: To look at the small group as a problem solving unit.

Content: The small group may be looked at from the point of view as a task accomplishing, problem solving mechanism. Each of the activities of the members may be analyzed or interpreted in terms of the contribution of the activity toward the solution of the problem(s) confronting the group.

Steps or Stages in Problem Solving (Problem Solving Process Analyzed in Terms of Five Stages)

1. Defining the Problem.

    a. Clarifying the issue facing the group, getting agreement among members on goal.
    b. Refining problem so that it may be dealt with.
    c. Verbal exploration of the problem.
    d. Internalizing various aspects of the problem.

2. Producing Ideas.

    a. Creating alternative solutions to problems.
    b. Obtaining ideas.

3. Testing Ideas.

    a. Examining ideas and relevance with regard to goals.
    b. Examining feelings and/or perceptions when relevant.
    c. Reality testing.

4. Choosing among Ideas.

    a. Reaching a decision on alternative solutions offered to problems; i.e., choosing or selecting.

5. Planning for Action.

    a. Examine implications of choice for action taking.
    b. Make plans for action using reality testing.
    c. Where necessary replan which may involve returning to earlier stages.

The "member roles" which are engaged in during these stages can be analyzed in terms of their contributory function to the process.

1. Problem definition: initiator; clarifier; compromiser.

2. Getting ideas: information giver; idea giver; summarizer.

3. Testing ideas: expresser of group feelings; initiator; clarifier.

4. Choosing among ideas: consensus taker; clarifier; summarizer; expresser of group feelings.

5. Planning action: initiator; compromiser; clarifier.

It is suggested that a profitable way of analyzing group problem solving, particularly if one has the intent of improving or engineering the process, is to: 1) Break the process into steps, 2) make an analysis of the blocks to accomplishment of each step, 3) analyze the acts of roles that will remove the blocks, and 4) devise methods that will help groups to overcome the blocks.

Blocks to Group Problem Solving (Problem Solving Analyzed in Terms of Blocks to the Accomplishment of the Above Steps)

1. Blocks to Problem Definition.

   a. Assumption that problem is clear.
   b. Overabstraction of problem.
   c. Assuming problem is unimportant and thus does not need definition.
   d. Premature testing of ideas or choosing.
   e. Overgenerality of problem.

2. Blocks to Getting Ideas.

   a. Premature testing of ideas thus producing threat.
   b. Lack of information.
   c. Group size and process problems.

3. Blocks to Testing Ideas.

   a. Lack of data.
   b. Vagueness of criteria.
   c. Protection of own ideas.
   d. Unwillingness to be provisional.
   e. Polarization.

4. Blocks to Deciding.

   a. Inadequate testing.
   b. Lack of problem clarity.
   c. Voting rather than striving for consensus.
   d. Fear of commitment to action.
   e. Polarization.

5. Blocks to Planning Action.

   a. Failure to get consensus.
   b. Failure to test action implications.
   c. Failure to pin down responsibility for carrying out action.
   d. Fear of failure or other consequences.

Helpful methods for various steps: If methods are appropriate to the needs during a particular step in the problem solving, they will be helpful. Some methods are suited only to certain stages of problem solving.

1. Problem definition: problem census; buzz grouping; general discussion.

2. Getting ideas: brainstorming; buzz grouping; silent periods; individual work.

3. Testing ideas: role playing; case methods; general discussion; gathering data.

4. Deciding: deep freeze agenda; exploration of feeling; segmentation of problem.

5. Planning action: subgrouping, reality testing; role playing.

References:

1. J Gibb, "Problem Solving in the Small Group," In Communication, Leadership, Problem-Solving and Productivity, National Training Laboratory Trainers Workbook N. 5., 1958, pp. 55-58.

2. J. Glidewell, Group Problem Solving and Decision Making, National Training Laboratory Notes, 1959.

APPENDIX H

SAN JUAN UNIFIED SCHOOL DISTRICT
CARMICHAEL, CALIFORNIA
INSERVICE RENEWAL EDUCATION
SCHOOL ADMINISTRATORS ASSESSMENT OF NEEDS

JOB TITLE

Superintendent and Assistants
Directors
Principal - Elementary
Principal - Intermediate
Principal - Secondary
Vice-Principal - Elementary
Vice-Principal - Intermediate
Vice-Principal - Secondary

Psychologists Program Specialists Business

TABULATION OF PRIORITIES OF INSERVICE REQUESTS

TOPICS	FREQUENCY REQUEST				
	ALL DIVS.	ELEM.	7/8	SECOND.	OTHER
Time Management	90	30	15	30	24
Group Interaction	74	26	10	24	14
Management by Objectives	72	34	9	21	8
Honesty in Communication	54	15	5	21	13
Planning	36	10	10	12	4
Staff Development	35	13	5	10	7
Interpersonal Relationships	34	16	4	6	8
Communication Feedback Skills	33	8	3	13	9
Setting Priorities	28	11	3	2	12
Shared Decision Making	27	12	5	4	6
Curriculum Development	27	11	4	9	5
Evaluation Process	24	3	1	11	9
Oral and Written Communication	22	6	6	2	8
Change-Proced. for Developing	21	4	1	9	7
Administrator's Image	18	8	4	5	1
Recruitment and Utilization of Volunteers	17	9	4	3	4
Hostility - Dealing with	11	2	6	3	0
Professional Advancement	9	1	3	4	1
Student Commun.& Involvement	9	2	0	7	0
Speed Reading	3	1	0	2	0

APPENDIX I

SELF PERFORMANCE ACHIEVEMENT RECORD (SPAR)

Vivian Geddes, Curriculum Specialist, San Juan, Calif., Unified School District
Name

November 20, 1973
Date

I. What is your institutional or personal GOAL statement? (See pages 5-7*)

As a curriculum specialist, I will improve my ability to communicate with administrators and teachers about the development of curriculum.

Based on the total improvement needs of your school or yourself, this project represents--
x a high priority need.
___ a low priority need.

II. What are the ACTIVITIES? (See pages 7-9)	III. What are the OBJECTIVES? (See pages 9-17)	IV. What are the EVIDENCES OF SUCCESS? (See pages 18-21)
1. I will conduct an assessment determining strengths and weaknesses of communication. 2. I will attend special workshops. 3. I will practice new skills obtained. 4. I will complete extensive readings on the topic of communication	1. I will develop or adopt an instrument to assess how administrators and staff perceive our mutual communications. 2. I will attend two special workshops on communication and self awareness and gain new concepts for use and evaluation. 3. I will develop and conduct a mini-course on communication and this will be attended by other administrators. 4. I will submit a list of completed readings.	1. Completion of assessment instrument by 50% of people in the total group. 2. Learn, use, and evaluate four new skills. 3. Completion of an information sheet listing: a. Date of meeting b. List of skills presented c. Names of those attending 4. Completion of a list of materials read.

*Page numbers refer to sections of the Self Performance Achievement Record. A CFK Ltd. Occasional Paper.

SPAR (CONTD.)

V. INDIVIDUALIZED CONTINUING EDUCATION PROGRAM (See pages 21-22) What new abilities do you need to achieve this project?		VI. What are the STARTING AND COMPLETION DATES? (See page 23)	VII. LOG OF PROGRESS REPORTS (See page 23)
What new skills, attitudes, or knowledge do you need?	How will you obtain each new need?		
Skills: 1. Listening skills. 2. Brainstorming. 3. Delphi. 4. Time management. Attitude: 1. Understanding of the levels of communication. 2. Developing ability to put rhetoric into action. Knowledge: 1. Learn about new assessment instruments. 2. Review bibliography of appropriate reading.	Consultant. Conferences. Publications. A.C.T.I. (district sponsored workshop on awareness). Other workshops available. Opportunities within the district and scope of position. Parent/Teacher/ Administrator Effectiveness Training.	1. S - January 1972 C - June 1973 2. S - Sept. 1972 C - June 1973 3. S - Sept. 1972 C - Sept. 1973 4. S - Sept. 1972 C - June 1973	1. Used instrument on My Fellow Administrator and Meetings. Averaged 70% response. Did analyses of high and low points. 2. Attended weekend conference Oct. 1972 on "The High School Experience". Attended for one semester a weekly program on awareness of communication. 3. Chaired the organization and presentation of a communications workshop for all administrators in the San Juan District in Sept. 1973. 4. Read 27 books, journals or publications dealing with communication skills such as Parent Effectiveness Training; I'm OK--You're OK; The Transparent Self; Of Human Interaction; and others.

APPENDIX J

CFK LTD. PUBLICATIONS

OCCASIONAL PAPERS

*Aggerbeck, Lawrence J. A Guide to Planning School Improvements. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1974.

*Brainard, Edward. Individualizing Administrator Continuing Education. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1973.

*Brainard, Edward. Involving Educators: Six Ideas That Work. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1973.

**Fox, Robert S.; Boies, Herbert E.; Brainard, Edward; Fletcher, Edward; Huge, James S.; Logan, Cecelia J.; Maynard, William; Monasmith, James; Olivero, James L.; Schmuck, Richard; Shaheen, Thomas A.; and Stegeman, William H. School Climate Improvement: A Challenge to the School Administrator. Bloomington, Indiana: Phi Delta Kappa, 1974.

*Fox, Robert S.; Brainard, Edward; Carnie, George M.; Georgiades, William; Howard, Eugene R.; Kettering, Charles F. II; Olivero, James L. The Principal as the School's Climate Leader: A New Role for the Principalship. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1971.

*Geddes, Vivian. Administrator Renewal: The Leadership Role in Collegial Team Development. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1974.

*Hansen, Kenneth H. Individualized Continuing Education for Secondary School Principals: A Modest Model. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1969.

*Houston, Clifford G., and Fox, Robert S. An Evaluation for Individualized Continuing Education Programs for School Administrators. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1971.

*Howard, Eugene R. Individualized Continuing Education for Secondary School Principals. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1969.

*Howard, Eugene R.; Brainard, Edward; Houston, Clifford G.; Kettering, Charles F. II; Olivero, James L.; and White, George L. Individualized Continuing Education for School Administrators--One Approach. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1970.

*Howard, Eugene R., and Jenkins, John M. Improving Discipline in the Secondary School: A Catalogue of Alternatives to Repression. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1970.

*Kettering, Charles F. II. Marketing Educational Change. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1971.

*Lobb, M. Delbert; Brainard, Edward; Engbretson, William; Georgiades, William; Howard, Eugene R.; and Monasmith, James. The School Administrator: A Relational Leader of Communities. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1974.

*Olivero, James L.; Geddes, Vivian; Hall, William; Marr, Richard E. Self Performance Achievement Record (SPAR), 2nd Ed. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1973.

*Shaheen, Thomas A., and Pedrick, W. Roberts. School District Climate Improvement: A Challenge to the School Superintendent. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1974.

OTHER CFK LTD. RELATED PUBLICATIONS

**The Gallup Polls of Attitudes Toward Education 1969-1973. Bloomington, Indiana: Phi Delta Kappa, 1973.

Prince, Gerald and Carnie, George M. Toward the Human Element: Beginning Handbook for Change. Vol. 1, 2nd Ed. Golden, Colorado: Bell Junior High School, 1973.

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*May be ordered from Nueva Day School and Learning Center, 6565 Skyline Blvd., Hillsborough, California 94010.

**May be ordered from Phi Delta Kappa, 8th and Union, Bloomington, Indiana 47401.

BIBLIOGRAPHY

Aggerbeck, Lawrence J. A Guide to Planning School Improvements. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1974.

This is another planning instrument which takes a rather thorough look at the resources related to the problem of planning improvements. This planning guide looks at the reason for the problem, the resources available to serve the problem, alternative ways of solving the problem, and a plan of action. It is most useful when working on large district problems and probably more useful in this capacity than in individual planning projects.

*Analyzing Problems. Farwest Regional Educational Laboratory.

This is a training kit that an administrator or staff leader can utilize to improve their skills in analyzing problems. There are six major modules to the program: What Problem Signals Warrant Further Analysis?, What Problems do the Signals Imply?, What Additional Information is Needed?, How Should the Information be Collected?, Are the Problems Valid?, If They are Valid, How Serious are the Problems?. The training kit involves individual reading, individual exercises and training activities he will perform in teams, and feedback exercises for evaluative purposes. Manual, $10.00; book, $4.50.

*Beaubier, Edward, and Thayer, Arthur. Assessment Alternatives Component. Irvine, California: Association of California School Administrators.

The Assessment Alternatives Component consists of some potential assessment instruments an administrator may utilize to assess items such as school climate, operations, citizenship opinion, inservice needs, decision and action behaviors, patterns of influence, as well as self assessment instruments of leadership techniques. Many of them can be rephrased or reworked to make appropriate models for measurement of techniques.

*Beaubier, Edward, and Thayer, Arthur. Needs Assessment. Irvine, California: Association of California School Administrators.

The Needs Assessment Component describes a generic model that can be utilized with a variety of techniques for assessing needs and establishing goals. Some of the

topics covered are establishing goals, designing goal indicators, obtaining consensus, translating indicators into performance objectives, determining degree of student attainment, selecting areas requiring change.

*Beaubier, Edward, and Thayer, Arthur. Problem Solving. Irvine, California: Association of California School Administrators.

*Beaubier, Edward, and Thayer, Arthur. Project Leadership Administrative Support. Irvine, California: Association of California School Administrators. $4.00.

The Administrative Support Component describes a model of how personal and process goals are designed to help achieve product or educational goals. It also describes the purpose and procedures for development of an activity plan and provides examples to assist the administrator in developing his own plan of action.

Brainard, Edward. Individualizing Administrator Continuing Education. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1973.

Brainstorming as a Tool in Developing an Individualized Continuing Education Program. Englewood, Colorado: A CFK Ltd. Unpublished Report Adapted from a Pamphlet Published by the Bristol-Myers Products Division, New York, New York.

"Delphi: Decision Maker's Dream," Nation's Schools, July, 1973.

*Deriving Objectives. Farwest Regional Educational Laboratory.

This is a training unit designed to assist the participant in translating long-range educational goals into visible objectives. These objectives then will provide guidance in selecting curricula that will assist students in accomplishing the goals and provide guidance in measuring the effectiveness of selected programs. The program is divided into four modules: 1) The Goal Refinement Process, 2) Screening Objectives, 3) Analyzing Sets of Curricular Objectives, and 4) District Planning for Goal Refinement. A glossary and bibliography are also provided. Manual, $10.00; book, $4.50.

*Enabling Behaviors. University of California at Santa Cruz, University of California Extension Division.

This concept is based on a research paper by six California educators, worked on by the Association of California School Administrators curriculum and instruction committee, and the Santa Clara County Office of Education. This program is based on television lessons that could be viewed in various locations. The idea is that of the development of an objective, a strategy, and the use of enabling behaviors. The enabling behaviors are: structuring, problem focusing, accepting, clarifying, facilitating the acquisition of data, silence, and modeling.

*Force Field Analysis. Northwest Regional Educational Laboratory.

This is a simple technique to assist a teacher or administrator in analyzing forces "working for" and forces "working against" the solution of a problem. The materials provide instructions, simple forms, and examples of a force field analysis. Materials, $2.00.

Fox, Robert S.; Brainard, Edward; Boies, Herbert E.; Fletcher, Edward; Huge, James S.; Logan, Cecelia J.; Maynard, William; Monasmith, James; Olivero, James L.; Schmuck, Richard; Shaheen, Thomas A.; and Stegeman, William H. School Climate Improvement: A Challenge to the School Administrator. Bloomington, Indiana: Phi Delta Kappa, 1974.

The school's climate is described in terms of 1) goals for the school's learning programs, 2) factors which comprise climate and determine its quality, 3) elements of a school's operation that contribute to a positive climate, 4) basic human needs which any school must address if it is to be a viable educational institution, and 5) goals for an effective staff development program.

The how-to-do-it contents of the paper deal with:
- Procedures for developing the healthy climate needed by the school to support positive student growth.
- Defining school climate in practical language so the school can assess its quality.
- Avoiding the too-frequent tendency to leave school climate improvement to chance.
- Charting the administrator's responsibility in assessing climate and initiating action to improve leadership.

Fox, Robert S.; Van Egmond, Elmer; Jung, Charles; Ritvo, Miriam; and Schmuck, Richard. Diagnosing the Professional Climate of Schools. Fairfax, Virginia: NTL Learning Resources Corp., Inc., 1973.

Gibb, J. "Problem Solving in the Small Group," Communication, Leadership, Problem-Solving and Productivity. Fairfax, Virginia: NTL Trainers Workbook, 1958.

Glidewell, J. Group Problem Solving and Decision Making. Fairfax, Virginia: NTL Notes, 1959.

*Group Process Skills Training (GPS). Northwest Regional Educational Laboratory.

This is a training program that is designed to make the participants even more effective and contributing members of their school districts. More specifically, the workshop will help you develop expertise in assessing existing and potential problems within an organizational subgroup of which you are a part; identifying small group process skills which you, as an individual, need to improve your functioning in small groups; increasing your experience with these skills by participating in exercises chosen by your trainer; and integrating your learning through application in your setting back home. The process skills will include communication techniques, problem solving, decision and goal identification.

Houston, Clifford G. "Affective Dimensions of CFK ICE/PASCL Programs." An Unpublished Report. Englewood, Colorado: CFK Ltd., 1973.

*Interpersonal Communications (IPC). Northwest Regional Educational Laboratory.

The initials "IPC" stand for Interpersonal Communications. IPC learning opportunities enable teachers and other educators to communicate more effectively in face-to-face situations and in group and organizational communications. Other benefits of the program are increased interpersonal communication skills, improved perceptual listening and conversational abilities, effective school/building communication patterns, increased ability to communicate under pressure, and improved innovativeness, productivity, and morale. Instruction is provided in twenty sequential units of approximate 90 minutes each. This is more effective when learned in large blocks of time. Film rental, $50.00; manual, $150.00.

Mackenzie, R. Alec. The Time Trap. New York: Amacon, a Division of American Management Association, Inc., 1972.

McCleary, Lloyd. Learning Modules for Administrators. Salt Lake City, Utah: University of Utah, Department of Educational Administration. 1973.

This is a series of tapes and learning materials which focus on administrator renewal. The topics are: The Teaching Act; Teaching and Learning; Lesson Planning; Content Analysis: A Teaching Assessment Technique; Interactional Analysis: A Teaching Assessment Technique; Interactional Analysis: Matrix Interpretation; Climate Analysis; A Teaching Assessment Technique; Models of Curriculum Development; Four Basic Theories of Learning; Learning Theory; Basic Concepts; Role of the Supervisor; Elements in Planning of Educational Programs; Forces and Educational Program Planning; Revolution as a Concept of Change; Educational Purposes; Instructional Objectives; Content and Process in Educational Program Planning; Structure Concerns in Educational Program Planning; Role of the Principal; Toward a Helping Relationship; Communication and School Organization; Communication and Interpersonal Relationships; School Organization: Social System and School Climate; Working with the Community.

Olivero, James L.; Geddes, Vivian; Hall, William D.; and Marr, Richard E. Self Performance Achievement Record (SPAR), 2nd Ed. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1973.

The SPAR planning guide can help an individual in a team identify goals, objectives, and is a self instructional document which can give a learner a quick review of goals, activities, and objectives and how to develop a plan of action. The document is a good process to use in beginning any group so that individuals can determine their objectives. In addition, the project leader may want to use this document as his planning guide for his responsibilities as group leader.

*Preparing Educational Training Consultants. Northwest Regional Educational Laboratory.

The initials "PETC" stand for Preparing Educational Training Consultants. This package includes the following components:

PETC-1: Skills Training

PETC learning opportunities enable participants to use training exercises in group process skills. Some of these process skills will include communication techniques, problem solving, decision making, and goal identification. The training is divided into two parts and is designed to train participants to: ASSESS issues and problems within an organization; DIAGNOSE skill needs in individuals; IDENTIFY group priorities for skills training exercises; APPLY criteria for selecting and sequencing skills training exercises; ADAPT AND CONDUCT skills training exercises; and EVALUATE acquisition of skills. Each of the two parts requires approximately forty hours of sequential instruction.

PETC-2: Consultation

System includes a leader's manual and the participant materials for nine days of training. "Consultation" provides skills and techniques for "education training consultant" to work with client system and temporary relationship to add or strengthen a function client needs, in order to reach a goal it desires, or, in clarifying a value, to recognize that it does not want to reach that goal. Enables consultant to recognize phases moved through in working with client and apply a three dimensional matrix for diagnosing problems which occur and another matrix for determining interventions to resolve these problems.

PETC-3: Organizational Development

Instructional system includes leader's manual and participant materials including cross-index set of thirty skill training exercises to use in helping groups of educators solve such problems as goal conflict or unclarity, decision making blocks, inadequate communications, influence conflicts, or inadequate problem solving. Training and diagnosis of client group, selection and adaptation of exercises takes five ten-hour days.

PETC-4: Organizational Self-Renewal

System will include a leader's manual and participant materials for five two-day training sessions plus self directed work in between these sessions while conducting a real organizational self renewal project over a period of several months. System enables "education training consultants" to work with school system to build and maintain those particular functional capabilities which enable it

to take on new kinds of objectives; "e.g., a totally new kind of curriculum to provide 'career education' (and utilize new kinds of resources; e.g., computers for management functions and student inquiry projects)."

Prince, Gerald, and Carnie, George and Deanna. Toward the Human Element: The Beginning Handbook for Change. Golden, Colorado: Bell Junior High School. $4.95.

Handbook is divided into four parts: 1) open communication; 2) problem solving; 3) shared decision making; and 4) accountability. Intended to be used in a workshop on a ratio of one leader to 15-17 participants. Skills are developed through role playing, simulation activities, case studies, buzz groups, and brainstorming techniques supplemented by film, tapes, articles and structured exercises. Authors caution readers concerning use of materials contained in handbook pointing out that materials are not enough to bring about change. Suggest readers participate in a workshop for fullest benefit.

*Research Utilizing Problem Solving (RUPS). Northwest Regional Educational Laboratory.

The initials "RUPS" stand for Research Utilizing Problem Solving process. The RUPS learning opportunities enable teachers and other educators to plan and manage learning experiences more effectively. RUPS is an instructional program which increases the capability of school personnel--both teachers and administrators--in identifying and solving problems. Materials and step-by- tep procedures are organized into 13 units of instruction. They are: Identifying the Problem; Using Research about the Classroom; Diagnosing Using Force Field Techniques; Diagnosing Teamwork Relationships; Data Gathering Skills; Selecting Tools for Data Collection; Spotting Major Results of Data; Anchored Trainer Rating; Concepts of Feedback; Deriving Implications and Action Alternatives; Planning for Action; and Small Group Dynamics. The program can be completed in three consecutive days and two follow up sessions (total of 30 hours). Cost $20.00 per participant in workshop available from Professional Development Program Office, Association of California School Administrators.

Schmuck, Richard A. and Runkel, Philip J. Handbook of Organization Development in Schools. Palo Alto, California: National Press Books, 1972.

*Setting Goals. Farwest Regional Educational Laboratory.

This is a training unit in which the participant learns to formulate district goal statements. The unit consists of three modules involving individual reading, team training exercises and feedback. These modules are: Deriving District Goals, Refining Goals into Goal Indicators, and Prioritizing Goal Indicators. Manual, $10.00; book, $4.50.

*Shared Decision Making Skills. EPDA Project. Association of California School Administrators.

This is a training program consisting of twelve sections on shared decision making. Some of the identified skills in training programs are strengths and limitations, accountability and responsibility, organizational output, personal characteristics and institutional value, appropriateness of shared decision making and necessary communication systems. Model and leader guides are also included.

*Wishart, Blaine. The Target Game. Delphi Technique, Rand Corporation.

The Delphi technique is a method for the systematic solicitation and collation of expert opinion. It is applicable wherever policies and plans have to be based upon informed judgments and thus to virtually any decision making process. The Delphi technique was largely developed by the Rand Corporation in response to the need for tools to make decisions where the best answer is highly uncertain. Originally, it was developed to make predictions about the future. It is now being used in providing information about desirable educational goals. A strong feature is that the procedures require that educational goals and objectives be positively related to those educational factors which affect the quality of an individual's life. The Delphi procedure involves three simple general ideas: anonymity of the respondents, iteration and controlled feedback, and statistical group response. The Delphi technique provides the user with the ability to involve all the clients of the educational community--students, parents and staff members--in the goal setting process. Instruction is sequential and is approximately two hours in duration. The Target Game divides goals into five categories: An Education Goal Index, A Quality of Life Index, A Perceived Achievement Index, A Priority Index, and an Education Trend Index. While these indices do not make decisions, they provide the educator with vital information to assist in making decisions. The

Delphi technique can be adapted to assist in a variety of problem solving situations.

Woodgate, Dr. Thomas E. "Inservice Education for Principals," Elementary Principal's Service. Croft Educational Services, 1972.

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*Note: The starred materials, or information about them, may be obtained from the office of the Association of California School Administrators, 2212 Dupont Drive, Suite Q, Irvine, California 92664.